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THE TEACHER OF AGRICULTURE IN NORTH CAROLINA.

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THE OBJECTIVE OF THIS SURVEY WAS TO IDENTIFY THE SPECIFIC CHARACTERISTICS TYPICAL OF VOCATIONAL AGRICULTURE TEACHERS IN THE STATE. THE 25-PERCENT SAMPLE RESULTED IN USABLE QUESTIONNAIRE RETURNS FROM 97 WHITE AND 29 NEGRO TEACHERS. INFORMATION WAS GATHERED ABOUT THE SCHOOL IN WHICH THE TEACHER WORKED, THE BACKGROUND AND PREPARATION OF THE TEACHER, AND THE ACTIVITIES OF THE TEACHER DURING THE OFFICIAL SCHOOL DAY. CONCLUSIONS REACHED INCLUDED THE OBSERVATIONS THAT (1) MOST SCHOOLS WITH VOCATIONAL AGRICULTURE WERE SMALL AND WOULD BENEFIT BY CONSOLIDATION, (2) THERE WAS CONSIDERABLE DEMAND FOR VOCATIONAL AGRICULTURE, (3) MULTITEACHER DEPARTMENT DEVELOPMENT WAS LAGGING, AND (4) FACILITIES WERE ADEQUATE. THE EXISTING EMPLOYMENT STABILITY OF THE TEACHERS, ESPECIALLY NEGRO TEACHERS, WAS VIEWED AS AN ADVANTAGE, BUT WITH SOME SHORTCOMINGS. MOST OF THE TEACHERS HAD THEIR PREPARATION IN THE STATE AND WERE INVOLVED IN CONTINUOUS EDUCATION PROGRAMS. MOST OF THE TEACHERS DEVOTED INSCHOOL TIME TO EDUCATIONAL ACTIVITIES IN AGRICULTURE, ALTHOUGH OTHER TEACHING DUTIES, NONTEACHING DUTIES, AND SERVICE ACTIVITIES FOR BOTH SCHOOL AND NONSCHOOL AGENCIES OR INDIVIDUALS WERE REPORTED. MANY OF THE TEACHERS WOULD PREFER TO HAVE FEWER OF THESE DIVERSIONARY ACTIVITIES. (JM)

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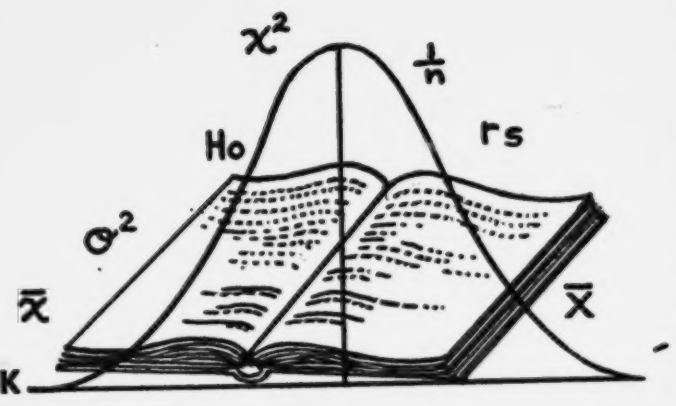

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Most of the teachers interviewed were teaching an adult course or courses, and many of them utilized some of their in-school time for preparation of those courses. However, the amount of in-school time used for that purpose was minimal, being less than two hours per month for about half of each teacher group. A few teachers reported activities counter to this trend, with some indicating in excess of twelve hours of in-school time devoted to preparation of the adult course, Table 31.

Most of the teachers had been assigned non-teaching activities within the school day as a part of their contractual obligations to the school. These activities were as diverse as monitoring a study hall and seeing the students onto the buses in the evening. They included home room activities, noon hall duty, assisting the principal, and cafeteria duty. Less than 20 per cent of the teachers were free from such responsibilities. Most found that a small amount of time was used for such activities, Table 32. About 50 per cent reported that less than three hours per week was expended in this manner. Negro teachers seemed to be more free of these obligations. White teachers were more heavily represented among those from whom such obligations demanded as much as six hours per week of in-school time.

Almost without exception, teachers reported that they were from time to time requested to perform service activities for the school. Activities included in this category were such things as caring for the school lawn, repairing school furniture, and maintaining equipment used by the school. In other words, repair and maintenance activities which did not have as their primary reason an education function. The frequency with which teachers engaged in these service activities varied considerably, Table 33, but only 10 or 11 per cent reported the requests as occurring "almost

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THE TEACHER OF AGRICULTURE IN NORTH CAROLINA

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THE TEACHER OF AGRICULTURE IN NORTH CAROLINA

The teacher of vocational agriculture, even more than most teachers in the public schools, is a man of many parts engaging in many activities. In part because of the multiplicity of activities in which he engages, his role is not so well known as it might be. There is a current concern that the agriculture teacher should be better understood, both by those whom he serves and by his professional peers.

A number of studies have had as their focus the role, or some part of it, of the agriculture teacher. While the study reported here grows from the same concern, it is not as inclusive. The focus of attention is confined to some of the characteristics of the teacher of vocational agriculture as he practices them in North Carolina. The data consist of an interpretation of the extent to which specific characteristics are typical of agriculture teachers in that state.

The Sample

White and Negro teachers in North Carolina were alphabetized separately and a 25 per cent sample drawn from each list by selection of the appropriate nth teacher. Questionnaires were mailed together with a letter of explanation. A follow-up letter was mailed a few weeks later. Teachers were not requested to identify themselves on the questionnaire, a privilege of which most availed themselves. Final returns exceeded 78 per cent for Negro teachers and 81 per cent for White teachers. A total of 97 usable schedules were obtained from White teachers; and 29, from Negro teachers.

Data Gathered

Since the study was not designed to investigate a unique unitary criterion relating to the teacher, an attempt was made to gather data of a wide range. Due to the many activities in which the teacher participates, it was necessary to be somewhat eclectic. A decision to limit consideration of his educational activities to those which occurred during the period of the school day necessitated omission of some meaningful activities in which he participates.

As obtained, data concerning the teacher of vocational agriculture may be grouped into three areas: information concerning the school in which he teaches, information relating to his background and preparation to be a teacher, and information concerning his activities during the official school day.

Comparisons Between Teacher Groups

The basic data consist of an accumulation of information which provides factual knowledge of certain characteristics related to the teacher of vocational agriculture. There is here related no attempt to correlate these characteristics one to another in any but a descriptive fashion. The most extensive use which may be made of the data would be projection of an "ideal" description of the "average" teacher.

It is a logical assumption that White and Negro teachers may differ in the degree to which they exhibit or are related to some of these characteristics. To the extent that there is any hypothesis under test, it is that such differences do exist. A general null hypothesis of no difference between the teacher groups has been posited and a chi-square analysis of response from the teacher groups has been computed. In the

following description of the agriculture teacher, such differences will be mentioned each time they proved significant or whenever they seem to be meaningful. The tables from which the text is derived will be found in Appendix A. The number of teachers responding varies between tables.

The School In Which He Teaches

The greatest number of the schools from which this sample of teachers was drawn were located in towns or villages of less than 2500 population. In the case of the White teachers this category included a majority of the schools. The next greatest number were located in the open country and a few were found in towns of more than 2500 population. Considerably more Negro teachers were located in urban schools resulting in a statistical difference approaching significance, Table 1.

Although most schools were located in population centers, the students who attended them came predominantly from the open country, Table 2. Two-thirds of the White and three-quarters of the Negro teachers reported that students in their schools mainly resided in the open country. In some schools the students were about equally divided between open country and town residence. The limited number of instances where students predominantly were from towns were confined to White teachers.

Enrollments in these schools typically were not large, Table 3, although in the case of White teachers there were a considerable number reporting 10 through 12 grade enrollment exceeding 400 pupils. This was balanced by an equivalent per cent of schools where enrollment in those three grades did not exceed 100. The difference in student enrollment recorded by the teacher groups showed that Negro teachers were working in schools with lower enrollments. This tendency was sufficiently pronounced to produce a difference of response approaching significance.

Even though vocational agriculture has been a part of the public school curriculum in North Carolina for more than 40 years, many of the departments currently in operation date only from the termination of World War II. This in part is a result of consolidation; in part it reflects opening of new departments. About half of the departments employing White teachers opened after 1945, Table 4, while somewhat more than half of the departments employing Negro teachers were established during that time.

Multi-teacher departments, while increasing in number recently, still do not account for many of the departments operating in the state, Table 5. About one-third of the White teachers sampled were employed in multi-teacher departments as compared to seven per cent of the Negro teachers. This difference resulted in a chi-square value significant beyond the .02 level. About five per cent of the White teachers were employed in departments having more than two teachers of agriculture, a condition which prevailed for none of the Negro teachers.

Vocational agriculture was taught in grades 9 through 12 in most of the schools included in the sample. In a few schools it was taught on a three-year basis, with grades 9-11 the most popular alternative reported by Negro teachers and grades 10-12 most frequently reported as an alternative by White teachers, Table 6.

The number of students in local vocational agriculture programs varied over a wide range. Some departments had less than 30 students, a condition reported only by White teachers, while some had in excess of 120, Table 7. Negro teachers reported enrollments which peaked in the classes of 56-85 students; White teachers reported more of a range in enrollment. In particular, large enrollments, in excess of 100 students, were disproportionately reported by White teachers, resulting in a difference statistically significant beyond the .05 level.

Most teachers had a classroom in which to present their program, Table 8. But, in a few instances it was necessary that they share this facility with classes pursuing other subjects. In a limited number of cases, no classroom at all was available with vocational agriculture classes being taught in some makeshift, such as a corner of the shop. Greater numbers of Negro than of White teachers reported the latter two conditions, with the difference significant beyond the .01 level.

A shop for the exclusive use of the vocational agriculture program was reported by a majority of teachers in each group, Table 9. A few, approaching one-quarter of the Negro teachers, shared use of the shop with some other course. Four per cent of the White teachers reported no shop of any kind for their use.

Background and Preparation of the Teacher

The age of the teachers varied widely, Table 10, with a fairly large per cent born prior to 1910. As would be expected, relatively few were born subsequent to 1936. The greatest per cent of teachers for each group was born between 1910 and 1920, making them between 42 and 52 years of age at the time the study was undertaken. Decreasing percentages were born in subsequent decenniums, a condition presumably reflecting occupational stability. This appears to be most particularly true for the Negro teachers to whom more attractive alternatives apparently less frequently occurred. As one result of this condition, the per cent of Negro teachers born after 1935 was considerably less than was true for the White teachers.

About one-tenth of the White teachers had begun to teach between 1920 and 1930. None of the Negro teachers had begun employment that early, reflecting a later initiation of the program for them, Table 11. Many of

the teachers in each group had entered teaching subsequent to World War II, a condition more prevalent among Negro teachers and accounting in large part for a difference significant beyond the .001 level.

Teachers of agriculture apparently find this a vocation with a long time appeal. About three-quarters of each group had taught in excess of ten years, Table 12. It seems safe to assume that relatively few voluntarily will drop out of the program after that period of time. This belief is strengthened by the fact that large per cents of each group indicated that there had been no interruption of their teaching activity for purposes of engaging in other occupations, Table 13. Negro teachers were less prone to interrupt teaching for other employment than were White teachers. A further indication of the stability of the agriculture teacher lies in the fact that the majority of them reported that they never had taught any other course than vocational agriculture, Table 14.

Almost without exception these teachers possessed a bachelor's degree from a recognized institution, Table 15. In most cases, these had been obtained in North Carolina, although there was a tendency for White teachers more frequently to obtain the degree out of state, most particularly at Clemson. The teacher groups differed sufficiently on this criterion of obtaining the degree out of state to produce a chi-square value significant beyond the .05 level.

A preponderance of the Negro teachers obtained their bachelor's degree after 1940, indicating that some of them may have begun teaching without it. Comparison of the year teaching began and the year the degree was obtained indicates that some White teachers began their careers without the degree as well. However, the difference in year obtained was sufficiently different to produce a chi-square value significant beyond the .01 level,

Table 16. To some extent this is a result of the fact that Negro teachers began to be employed in this program at a later date than did White teachers. It is also to some extent a reflection of the great increase in employment of Negro agriculture teachers subsequent to World War II.

For most teachers the bachelor's degree was obtained in agricultural education. However, a few White teachers obtained the degree in other agricultural curricula, Table 17, presumably obtaining teaching credits at the same time or some later time.

About one-quarter of the teachers possessed a master's degree, Table 18. The great majority of these were obtained in North Carolina. And most of them date from the period following World War II, Table 19. As with the bachelor's degree, the Negro teachers majored in agricultural education, while the White teachers varied their major somewhat. Most of the latter obtained the degree with a major in agricultural education, but a number chose other agricultural speciality curricula and a few venturesome individuals went into non-agricultural fields, Table 20.

During the three years prior to the study, 62 per cent of the White and 43 per cent of the Negro teachers had not attended any classes for credit. Those who had done so reported a variation of credits obtained ranging from less than three to more than 18, Table 21. As more Negro teachers had reported attending credit courses, so did more of them report accumulation of large numbers of credits in that period.

Almost all teachers reported attendance at a minimum of one workshop during the year preceding the study, Table 22. Since the term workshop was not defined, the type of event attended may have varied greatly between teachers. The greatest number of teachers reported attending two to four workshops, but some had been at many more.

His In-School Activities

With few exceptions, the Negro teachers were responsible only for classes in vocational agriculture. White teachers, in about twenty-five per cent of the sample, indicated that they were also responsible for study halls and/or other subject matter classes, Table 23. None of the Negro teachers indicated that they taught another subject, although a few were responsible for study hall duty. The difference between the two groups approached significance.

As would be expected from the foregoing, White teachers more often than Negro teachers used part of their in-school time with non-vocational agriculture students, Table 24. In the case of Negro teachers, all of this time was in the form of study halls, while for White teachers it sometimes was utilized in teaching another course. No Negro teacher met more than 75 non-vocational agriculture students weekly, while about fifteen per cent of the White teachers met 100 or more non-vocational agriculture students weekly. The difference between the two groups approached significance.

Non-vocational agriculture students were no more than fifteen per cent of the total students met by the Negro teacher, Table 25. Non-vocational agriculture students constituted a larger per cent of the total students met for many of the White teachers who taught other than vocational agriculture classes. A total of about fifteen per cent of the White teachers met non-vocational agriculture students totaling more than twenty-five per cent of their weekly student load. The difference between the two groups approached significance.

Keeping in mind that most White teachers, and practically all Negro teachers, taught only vocational agriculture and met only with vocational agriculture students, there remains the fact that a quarter of the White

teachers did meet with students regularly for purposes other than teaching vocational agriculture. In fact, 22 per cent of the White teachers met with non-vocational agriculture students for a total of more than 240 minutes per week, Table 26, or four classroom periods per week. The difference between the amount of time spent with non-vocational agriculture students by the two teacher groups was significant beyond the .05 level.

The difference between the teacher groups remained when time spent with non-vocational agriculture students was considered as a per cent of total weekly class time, Table 27. Approximately ten per cent of the White teachers were spending more than one-fifth of their time with non-vocational agriculture students. The difference was significant beyond the .05 level.

Most teachers reported that they were able to leave school, for purposes of farm visits and other program related activities, following the close of their scheduled school activities even though the school day was not officially over. All Negro teachers interviewed were granted this privilege, as were most of the White teachers, Table 28. However, about 11 per cent of the White teachers reported that they were required to remain at the school until close of the class periods even though they had completed their assigned school day activities.

Apparently most teachers visit the projects of their students quite regularly. Response for the months of April, Table 29, and November, Table 30, indicated that very few teachers had not made project visits for those periods. But the number of visits made varied considerably from one teacher to another, as well as between the months. Large numbers of visits were made by a greater per cent of teachers in April, probably reflecting the preparation of crop projects. Negro teachers tended to make a greater number of project visits. However, the difference between the two groups was not significant, although trending in that direction for the month of November.

never." Negro teachers apparently are subject to this type of activity more than are White teachers, but among the latter 29 per cent reported such requests as often as several times weekly. And well over half of each group reported that they engaged in such activities at least four to five times per month. The difference between the two groups approached significance.

School service activities occupied relatively minor amounts of time monthly for the majority of teachers, Table 34. In general, Negro teachers spent more time in this way than did White teachers. But 61 per cent of the White teachers and 50 per cent of the Negro teachers indicated that they occupied less than three hours per month in this fashion. There were, however, a few teachers who reported in excess of nine hours per month, of in-school time, so used.

Teachers also find themselves from time to time requested to perform service functions for agencies outside the school. Included are such activities as repair and calibration of equipment for farmers, conducting butterfat tests for dairymen, and moving materials for organizations. Some of these activities, as reported by the teachers, occur during in-school time, with about one quarter of the teachers indicating that they do so at least several times weekly, Table 35. More than four-fifths of the teachers reported that they engage in non-school service activities during the school day rather regularly.

The number of hours per month of in-school time which each teacher gave to service activities for non-school purposes covered a wide range, Table 36. For about half of the teachers, it took less than three hours per month. But 11 per cent of the White teachers and 18 per cent of the Negro teachers gave more than nine hours of in-school time monthly to such activity.

Teachers were requested to record their attitude toward in-school duties other than teaching vocational agriculture. No attempt was made to determine to which of such activities the attitude applied. Some may have had in mind assigned school responsibilities; some may have been thinking of service activities for the school or for outside agencies; some may have considered the non-vocational agriculture students met. For most, the attitude probably was not directed specifically to any one area of non-teaching activity, but was generalized to all of the foregoing. As shown in Table 37, practically no teachers wished to have more of the type of activity than they currently did. The majority apparently believed that they could live with the number and type of extraneous activities they reported. But a fairly large accumulative total expressed a wish for fewer of these types of activities as part of their responsibilities. The major significance of this expression of attitude probably is to be found in the fact that essestially none of the respondents viewed it as an activity area in which they wished to participate to greater extent.

Conclusions

As the body of the report is in fact a summarization of findings, it would serve little purpose to attempt a generalized summary at this point. There are certain conclusions which may be stipulated, however, and a number of them are included here.

It appears that a need exists for continuing consolidation. The total student population of schools in which vocational agriculture is offered typically is rather small. In many instances this translates into a relatively small number of students in vocational agriculture. It appears that both the general program of the school and the specific program of the department of vocational agriculture would benefit from larger enrollment.

Despite the current and frequent cries of distress relative to the future of agriculture and associated programs, there is evidence of considerable support for the vocational agriculture program. This is most strongly indicated by the continuing initiation of departments of vocational agriculture and employment of teachers. The data indicate that with the exception of the years devoted to World War II, establishment and employment both have remained constant over a lengthy period of time.

The establishment of multi-teacher departments is not proceeding as rapidly as might be wise. In particular this is true for those departments which employ Negro teachers. There are undeniable benefits to be gained from utilization of multi-teacher situations, benefits made available in relatively few cases. In part this is a result of lagging consolidation and the continuance of schools with small enrollments. The one situation cannot be improved until the other is likewise.

Provision of facilities has been one of the bright spots in the vocational agriculture program. Both classrooms and shops typically are adequate. There are, however, a few instances in which such facilities are not available, seriously handicapping most effective operation of the program. A classroom and a shop should in all instances be available. Because of program specialization, it would be helpful if it were not necessary to share these facilities, particularly the former, with other classes.

The relative stability of teachers of vocational agriculture has been remarked earlier, with emphasis upon its presence among the Negro teachers. This in the long run must be chalked up as a plus for the program. Men who are in the profession for extended periods of time have more opportunity to develop their skills, and those who remain in one school for many years

become familiar with local people, their needs, and the potentials for agriculture in the area. However, this stability has some hidden dangers. One is that the teacher may settle into a rut of complacency, depending upon what he learned at some time in the past to carry him through the present. Another is that he may expect friendship and willingness to be of service in the community to substitute for an adequate program of vocational agriculture. Some form of mandatory rotation every five or six years might overcome these tendencies, resulting in an improved program.

Another danger of stability, particularly as it applies to the Negro teachers, should be noted. The long-term retention of older men, while desirable in itself, tends to close the door of entry to younger men. This has implications extending beyond the inability of younger men to get into vocational agriculture and to bring their knowledge and ambition to local programs. Ultimately it may be reflected in apathy in the teacher trainer institutions where the staffs may be faced with training small numbers of men, many of whom will not be going into teaching.

The fairly large number of teachers who obtained their training outside of North Carolina indicates an opportunity for expansion of services of the in-state teacher trainer institutions. While it should not be mandatory that teachers of vocational agriculture be trained in the state in which they will teach it may be assumed that where this condition occurs the potential teacher will be more aware of the agricultural and social needs of his ultimate clientele. The length of the east-west axis of the state has contributed to out-of-state education for some North Carolina natives who return to teach vocational agriculture, but there is more to the problem. For various reasons, there have not been sufficient trainees at the state institutions to fill the vacancies which regularly occur. Vigorous action should be undertaken to rectify this condition.

More teachers need to be involved in continuous education programs. There is no question that the methods and techniques of both agriculture and education are changing rapidly. While a teacher is able to keep up with these changes to some extent by reading or sharing information with his peers, attendance at courses designed to up-date him would be a more dependable method. Relatively few of the teachers attend credit courses, particularly after they have satisfied accreditation requirements. Workshops, unless well planned and utilizing the best possible instructors, cannot fill this need.

The majority of teachers are able to devote the greatest share of their in-school time to educational activities in agriculture. However, probably none are free from some infringement upon this basic activity. As a citizen of the community and a member of the school staff, it is reasonable to expect the teacher to give some of his time to activities for those two agencies. The question is, how much time is appropriate?

Among the White teachers particularly, there is a tendency to be engaged in classroom activities other than those associated with vocational agriculture. In aggregate this affects a minority of the teachers and requires expenditure of a small amount of their time. For individual teachers, it may be more burdensome. At some point these additional classroom duties begin to interfere with acceptable performance of basic vocational agriculture duties. For some teachers that point probably has been reached.

Relatively few teachers are free of assigned, non-teaching obligations to the school. In many cases these activities are necessary for the harmonious operation of the institution and are shared with all other teachers. This seems appropriate and generally not restrictive. The amount

of time involved generally is quite small. As with classroom activities, these assigned duties may have become cumbersome for a few individual teachers, to the point where they interfere with effectiveness as a teacher of vocational agriculture. However, it would seem that this occurs so infrequently as to be largely a matter for concern only to the individuals involved. Its solution would seem to lie in the same area.

Most teachers find themselves engaged in service activities for the school or for non-school agencies quite regularly. Some of this may be reasonable (for example, if a relatively minor and infrequent repair exceeds the ability or the facilities of the custodial staff) but in most cases this type of activity seems more properly designated either to the custodial staff or an outside contractor. In particular is this true when the activity involves use of the students and cannot be considered educational in nature. The same thoughts apply to performance of service activities for non-school agencies, but with even more emphasis. The primary purpose of the vocational agriculture department is education, and service activities usually inhibit rather than promote that function. The amount of in-school time used monthly in service activities typically is quite small. Total man hours probably would be considerably greater if the time of students were computed.

On the basis of the data of this study, it inevitably must be concluded that Negro teachers have greater freedom to devote themselves to their agriculture programs than do White teachers. Negro teachers less frequently are assigned additional classroom duties and usually do not spend as much time in assigned duties of a non-teaching nature. They meet fewer non-vocational agriculture students and spend less time meeting such students.

Negro teachers are, however, more prone to calls for service to the school, many of them meeting this contingency daily. Negro teachers are about on a par with White teachers in providing services for non-school agencies and individuals.

Many teachers would prefer to be free of activities and responsibilities which they do not perceive as part of their vocational agriculture education obligation. While the majority of teachers reported that the amount of this type of activity was proper this may be regarded as lip service in many cases. The fact remains that of those who expressed an opinion at deviance with the status quo the overwhelming majority expressed a wish to engage in less of these diversionary activities. Compliance with this request should have a beneficial effect upon the local program of vocational agriculture. Conversely, it is difficult to believe that withdrawal of the vocational agriculture teacher from these non-educational activities truly would be materially detrimental to the program of the school.

APPENDIX A

A List of Tables

Table 1. Residence Classification In Which The School Is Located, By Per Cent of Teachers Reporting.

Residence Classification	White Teachers (N=92)	Negro Teachers (N=29)
In town of more than 2500 population	8.7	24.2
In town of less than 2500 population	53.3	44.8
In open country	38.0	31.0

$X^2 = 4.864$ df = 2 $p < .10$

Table 2. Residence of Students in School, By Per Cent of Teachers Reporting.

Student Residence	White Teachers (N=96)	Negro Teachers (N=29)
Majority in open country	63.5	79.3
Equally in open country and in town	34.4	20.7
Majority in town	2.1	0.0

$X^2 = 1.507$ df = 1 $p < .30$

(X^2 calculated for the residence classifications of "open country" and "equally in open country and in town.")

Table 3. Total Enrollment in Grades 10, 11, and 12, By Per Cent of Teachers Reporting.

Number of Students	White Teachers (N=89)	Negro Teachers (N=28)
Less than 50	13.5	14.3
50-100	21.4	21.4
101-150	4.5	10.7
151-200	10.1	21.4
201-250	10.1	17.9
251-300	4.5	0.0
301-350	5.6	7.1
351-400	9.0	3.6
More than 400	21.3	3.6

$X^2 = 7.825$ $df = 4$ $p < .10$

(X^2 calculated for student enrollment classifications of 100.)

Table 4. Year In Which Department Was Established By Per Cent of Teachers Reporting.

Year Established	White Teachers (N=92)	Negro Teachers (N=29)
Prior to 1920	2.2	0.0
1920-1930	12.0	20.7
1931-1940	32.6	13.8
1941-1945	2.2	6.9
1946-1950	10.9	24.1
1951-1955	14.1	20.7
1956-1960	13.0	3.4
After 1960	13.0	10.3

$X^2 = 7.716$ $df = 4$ $p < .20$

(X^2 calculated for ten year intervals, with all prior to 1930 included in one category.)

Table 5. Number of Teachers in Vocational Agriculture Department, By Per Cent of Teachers Reporting.

Teachers in Department	White Teachers (N=97)	Negro Teachers (N=29)
One	67.0	93.1
Two	27.9	6.9
Three	3.1	0.0
Four	1.0	0.0
Five	1.0	0.0

$X^2 = 6.457$ df = 1 $P < .02$

(X^2 calculated on basis of "one teacher" or "more than one teacher")

Table 6. Grades in Which Vocational Agriculture is Taught, By Per Cent of Teachers Reporting.

Grades In Which Taught	White Teachers (N=95)	Negro Teachers (N=29)
9-12	92.6	89.7
10-12	4.2	0.0
9-11	1.1	6.9
Other combination	2.1	3.4

$X^2 - 0.0155$ NS

(X^2 calculated for 9-12 plotted against all other combinations)

Table 7. Total Number of Vocational Agriculture Students, By Per Cent of Teachers Reporting.

Number of Students	White Teachers (N=97)	Negro Teachers (N=29)
30 or less	4.1	0.0
31-40	9.3	3.4
41-55	15.5	10.3
56-70	19.6	24.1
41-85	16.5	41.4
86-100	7.2	6.9
101-120	12.4	6.9
More than 120	15.5	6.9

$X^2 = 8.353$ $df = 3$ $p < .05$

(X^2 calculated for categories of: up to 40, 41-70, 71-100, more than 100)

Table 8. Classroom Facilities, By Per Cent of Teacher Reporting Specific Kinds.

Classroom Facilities	White Teachers (N=96)	Negro Teachers (N=28)
Does not have a distinct classroom	3.1	14.3
Has classroom, other classes taught there	9.4	25.0
Classroom exclusively for vocational agriculture	87.5	60.7

$X^2 = 8.613$ $df = 1$ $p < .01$

(X^2 calculated with first two categories combined)

Table 9. Shop Facilities, By Per Cent of Teachers Reporting Specific Kinds.

Shop Facility	White Teachers (N=96)	Negro Teachers (N=29)
Has no shop	4.2	0.0
Shares shop with other courses	7.3	24.1
Shop exclusively for vocational agriculture	88.5	75.9

$X^2 = 1.959$ df = 1 $p < .20$

(X^2 calculated with first two categories combined)

Table 10. Year of Birth of Teacher, By Per Cent of Teachers Reporting.

Year of Birth	White Teachers (N=97)	Negro Teachers (N=29)
Prior to 1910	17.5	6.9
1910-1920	33.0	41.4
1921-1925	14.4	27.6
1926-1930	13.4	13.8
1931-1935	13.4	6.9
1936-1940	8.2	3.4

$X^2 = 4.931$ df = 3 $p < .20$

(X^2 calculated with years of birth grouped into ten year classes)

Table 11. Year Began Teaching, By Per Cent of Teachers Reporting.

Year	White Teachers (N=97)	Negro Teachers (N=29)
1920-1930	11.3	0.0
1931-1935	11.3	6.9
1936-1940	15.5	10.3
1941-1945	8.2	10.3
1946-1950	13.4	51.7
1951-1955	22.7	10.3
1956-1960	9.3	6.9
After 1960	8.2	3.4

$X^2 = 17.115$ $df = 3$ $p < .001$

(X^2 calculated for categories: prior to 1940, 1941-1950, 1951-1960, all after 1960)

Table 12. Years Taught, Total, By Per Cent of Teachers Reporting.

Number of Years	White Teachers (N=97)	Negro Teachers (N=29)
1-3	11.3	10.3
4-6	7.2	3.4
7-10	11.3	7.0
11-15	25.8	37.9
16-25	19.6	34.4
26-35	21.7	7.0
35+	3.1	0.0

$X^2 = 7.536$ $df = 3$ $p < .10$

(X^2 calculated for categories: 1-3, 4-10, 11-25, 26+)

Table 13. Continuity of Teaching By Per Cent of Teachers Reporting.

Continuous Teaching	White Teachers (N=97)	Negro Teachers (N=29)
Yes	72.2	89.7
No	27.8	10.3

$X^2 = 2.863$ df = 1 $p < .10$

Table 14. Teaching Other Than Vocational Agriculture, Ever, By Per Cent of Teachers Reporting.

Ever Taught Other Than Vocational Agriculture	White Teachers (N=96)	Negro Teachers (N=29)
Yes	17.7	31.0
No	82.3	69.0

$X^2 = 1.66$ df = 1 $p < .20$

Table 15. Possession and Sources of Bachelor's Degree, By Per Cent of Teachers Reporting.

Status of BS	White Teachers (N=95)	Negro Teachers (N=28)
North Carolina State	69.4	-----
A & T	----	89.3
Clemson	10.5	-----
Elsewhere (Out of N. C.)	19.0	7.1
Have no BS	1.1	3.6

$X^2 = 4.490$ df = 1 $p < .05$

(X^2 calculated for categories: "obtained in N. C." and "not obtained in N. C.")

Table 16. Year BS Obtained, By Per Cent of Teachers Reporting.

Year Obtained	White Teachers (N=93)	Negro Teachers (N=27)
Prior to 1930	9.7	0.0
1931-1935	10.8	7.4
1936-1940	15.1	7.4
1941-1945	9.7	14.8
1946-1950	20.3	51.9
1951-1955	18.3	11.1
1956-1960	11.8	3.7
After 1960	4.3	3.7

$X^2 = 12.034$ df = 3 $p < .01$

(X^2 calculated for categories: prior to 1941, 1941-1950, 1951-1960, after 1960)

Table 17. Curriculum Majored In For BS, By Per Cent of Teachers Reporting.

Curriculum	White Teachers (N=95)	Negro Teachers (N=27)
Agricultural Education	92.6	100.0
Other Agricultural Curriculum	7.4	0.0

X^2 not significant

Table 18. Possession and Source of Master's Degree, By Per Cent of Teachers Reporting.

Status of MS	White Teachers (N=95)	Negro Teachers (N=27)
Has no MS	77.9	77.8
North Carolina State	20.0	----
A & T	----	18.5
Other Source	2.1	3.7

X^2 not calculated. Difference between F_o and F_e a negative figure for possession of MS when corrected by Yates factor; F_e too small in 50% of the cells for source of MS.

Table 19. Year MS Acquired, By Per Cent of Teachers Reporting.

Year Acquired	White Teachers (N=21)	Negro Teachers (N=6)
To 1945	4.8	0.0
1946-1950	9.5	0.0
1951-1955	66.6	50.0
1956-1960	14.3	33.3
After 1960	4.8	16.7

$X^2 = 0.9846$ df = 2 NS

(X^2 calculated for categories "to 1955" and "after 1955.")

Table 20. Curriculum Majored In For MS, By Per Cent of Teachers Reporting.

Major	White Teachers (N=21)	Negro Teachers (N=6)
Agricultural Education	85.7	100.0
Other agricultural curriculum	9.5	0.0
Other non-agricultural curriculum	4.8	0.0

X^2 not calculated.

Table 21. Attendance at Credit Classes In Last Three Years, By Per Cent of Teachers Reporting.

Attendance by Number of Credits	White Teachers (N=94)	Negro Teachers (N=28)
None	61.7	42.8
Less than 3	2.1	3.6
3-5	8.5	7.1
6-8	8.5	14.3
9-11	9.6	7.1
12-14	2.1	3.6
15-17	4.3	3.6
18+	3.2	17.9

$X^2 = 5.524$ df = 3 $p < .20$

(X^2 calculated for categories: none, 1-5, 6-14, 15+)

Table 22. Attendance at Workshops, One Year Prior to Response, By Per Cent of Teachers Reporting.

Number of Workshops Attended	White Teachers (N=95)	Negro Teachers (N=29)
None	2.1	3.5
1	4.2	3.5
2	12.6	20.7
3	21.1	17.2
4	25.3	17.2
5	10.5	6.9
6-8	15.8	27.5
9-12	6.3	3.5
More than 12	2.1	0.0

$X^2 = 4.212$ df = 3 $p < .30$

(X^2 calculated for categories: Less than 3, 3-5, 6-8, 9+)

Table 23. Current Teaching Assignments, By Per Cent of Teachers Reporting.

Teaching Assignments	White Teachers (N=97)	Negro Teachers (N=28)
Vocational agriculture only	74.2	92.9
Vocational agriculture and study halls	20.6	7.1
Vocational agriculture, study halls and/or other subjects	5.2	0.0

$X^2 = 3.42$ $df = 1$ $p < .10$

(X^2 calculated with 2nd and 3rd categories combined)

Table 24. Number of Non-Vocational Agriculture Students Taught Per Week, By Per Cent of Teachers Reporting.

Number of Non-Vocational Agriculture Students Taught Weekly	White Teachers (N=94)	Negro Teachers (N=27)
None	78.8	96.3
Less than 25	0.0	0.0
25-50	2.1	0.0
51-75	2.1	3.7
76-100	2.1	0.0
101-150	6.4	0.0
151-200	5.3	0.0
More than 200	3.2	0.0

$X^2 = 3.381$ $df = 1$ $p < .10$

(X^2 calculated for categories: "some" and "none")

Table 25. Per Cent Non-Vocational Agriculture Students Are of Total Students, By Per Cent of Teachers Reporting.

Per Cent of Students Non-Vocational Agriculture	White Teachers (N=94)	Negro Teachers (N=27)
None	78.8	96.3
Less than 5	0.0	0.0
5-10	1.1	0.0
11-15	1.1	3.7
16-20	0.0	0.0
21-25	4.3	0.0
26-30	3.1	0.0
31-35	3.1	0.0
More than 35	8.5	0.0

$X^2 = 3.381$ df = 1 $p < .10$

(X^2 calculated for categories: "some" and "none")

Table 26. Number of Classroom Minutes Per Week Used for Non-Vocational Agriculture Subjects, By Per Cent of Teachers Reporting.

Number of Minutes Per Week	White Teachers (N=95)	Negro Teachers (N=28)
None	72.6	92.9
Less than 60	1.1	0.0
60-120	0.0	0.0
121-180	3.2	0.0
181-240	1.1	0.0
241-300	14.7	7.1
301-360	0.0	0.0
361-420	0.0	0.0
More than 420	7.3	0.0

$X^2 = 3.940$ df = 1 $p < .05$

(X^2 calculated for categories: "some" and "none.")

Table 27. Per Cent of Classroom Time Used for Non-Vocational Agriculture Subjects, By Per Cent of Teachers Reporting.

Per Cent of Classroom Time Used for Non-Vocational Agriculture Subjects	White Teachers (N=94)	Negro Teachers (N=28)
None	70.2	92.8
Less than 5	1.1	0.0
5-10	2.1	0.0
11-15	6.4	0.0
16-20	9.5	3.6
21-25	3.2	0.0
26-30	1.1	0.0
31-35	5.3	3.6
More than 35	1.1	0.0

$X^2 = 4.816$ $df = 1$ $p < .05$

(X^2 calculated for categories: "none" and "some")

Table 28. Must Remain in School Till Afternoon Dismissal, By Per Cent of Teachers Reporting.

Must Remain	White Teachers (N=97)	Negro Teachers (N=29)
Yes	88.7	100.0
No	11.3	0.0

$X^2 = 2.318$ $df = 1$ $p < .20$

Table 29. Number of Project Visits During April, By Per Cent of Teachers Reporting.

Project Visits	White Teachers (N=90)	Negro Teachers (N=27)
None	3.3	0.0
Less than 5	4.4	0.0
5-10	11.1	14.8
11-15	26.8	14.8
16-20	14.4	18.5
21-25	13.3	11.2
26-30	15.6	14.8
31-35	0.0	18.5
More than 35	11.1	7.4

$X^2 = 3.726$ $df = 3$ $p < .30$

(X^2 calculated for categories: less than 11, 11-20, 21-30, 31+)

Table 30. Number of Project Visits in November, By Per Cent of Teachers Reporting.

Project Visits	White Teachers (N=91)	Negro Teachers (N=28)
None	3.3	0.0
Less than 5	7.7	3.6
5-10	26.3	7.1
11-15	22.0	32.2
16-20	15.4	17.9
21-25	13.2	14.3
26-30	3.3	10.7
31-35	7.7	7.1
More than 35	1.1	7.1

$X^2 = 7.228$ $df = 3$ $p < .10$

(X^2 calculated for classifications: 0-10, 11-20, 21-30, 31+)

Table 31. Hours of In-School Time Used Monthly in Preparation of Adult Class, By Per Cent of Teachers Reporting.

Hours	White Teachers (N=94)	Negro Teachers (N=29)
No adult course	8.5	0.0
Less than 2	48.9	51.7
2-3	11.7	10.4
4-5	10.6	10.4
6-8	7.5	10.4
9-12	6.4	3.4
12+	6.4	13.7

No X^2 calculated.

Table 32. Hours Per Week for Assigned Non-Teaching Activities, By Per Cent of Teachers Reporting.

Hours Per Week	White Teachers (N=91)	Negro Teachers (N=28)
None	13.2	17.9
Less than one	19.7	21.4
1-3	27.5	28.6
4-5	13.2	21.4
6-7	15.4	3.6
8-10	6.6	7.1
11-15	3.3	0.0
More than 15	1.1	0.0

$X^2 = 4.011$ $df = 5$ $p < .70$

(X^2 calculated with last three categories combined)

Table 33. Frequency of Service Activities for School, By Per Cent of Teachers Reporting.

Frequency	White Teachers (N=93)	Negro Teachers (N=28)
Daily	3.2	17.9
Several times weekly	25.8	17.9
4-5 times monthly	35.5	25.0
12-15 times annually	23.7	28.5
Almost never	11.8	10.7

$X^2 = 8.768$ df = 4 $p < .10$

Table 34. Hours Per Month for School Service Activities, By Per Cent of Teachers Reporting.

Hours	White Teachers (N=87)	Negro Teachers (N=26)
None	5.7	3.8
Less than 1	11.5	15.4
1-2.9	43.7	30.8
3-5.9	20.7	30.8
6-8.9	11.5	3.8
9-11.9	4.6	0.0
12 or more	2.3	15.4

$X^2 = 4.917$ df = 5 $p < .50$

(X^2 calculated with last two categories combined)

Table 35. Frequency of Service Activities Not For School, By Per Cent of Teachers Reporting.

Frequency	White Teachers (N=95)	Negro Teachers (N=27)
Daily	3.2	3.7
Several times weekly	23.2	22.2
4-5 times monthly	35.7	44.5
12-15 times annually	20.0	18.5
Almost never	17.9	11.1

$X^2 = 1.057$ df = 4 $p < .95$

Table 36. Hours Per Month, Non-School Service Activities, By Per Cent of Teachers Reporting.

Hours	White Teachers (N=93)	Negro Teachers (N=28)
None	2.2	0.0
Less than 1	21.5	17.9
1-2.9	24.7	32.1
3-5.9	29.0	28.6
6-8.9	10.8	3.6
9-11.9	7.5	10.7
12 or more	4.3	7.1

$X^2 = 2.585$ df = 4 $p < .70$

(X^2 calculated with first two and last two categories combined)

Table 37. Attitude Toward Extra Activities and Duties, Per Cent of Teachers Reporting.

Attitude	White Teachers (N=96)	Negro Teachers (N=29)
Far fewer	8.3	13.8
Few less	36.5	20.7
Same amount	54.2	65.5
Few more	1.0	0.0
Many more	0.0	0.0

$X^2 = 2.791$ $df = 3$ $p < .50$

(X^2 calculated with last three categories combined)